

## NAMPA CHARTER SCHOOL

Sponsoring District: Nampa School District

LOCATION: Nampa	OPENING DATE: July 1, 1999
GRADE LEVELS: K-8	STUDENT/FTE TEACHER RATIO: 23.3 to 1 STUDENT/ADULT RATIO: 9 to 1
ADMISSIONS POLICY: Lottery. Preference given to students residing within Nampa School District. Parental/Guardian involvement/support required as stipulated in the charter contract.	
STUDENT ORGANIZATION: Single Track Schedule	
FACILITY: <input type="checkbox"/> Permanent <input checked="" type="checkbox"/> Temporary   Total square feet: 13,800	
STUDENT PROFILE:   Asian/PacIs: 2%   Free/reduced lunch eligibility: NA% Black: 0%   Special needs: 9% Hispanic: 3%   LEP: N/A % Native Am: %   Title I: N/A% White: 95%   Children of organizers: 16% Males: 53%   Females: 47%	
<p>MISSION:</p> <p>The Nampa Charter School mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes to succeed in high school and be offered the invitation of a post-secondary education and satisfying employment.</p> <p>The philosophy of the Nampa Charter School is grounded in the belief that when there is low threat and content is highly challenging, accelerated learning takes place.</p>	
<p>SCHEDULE ADJUSTMENTS (<i>daily schedule, calendar, etc.</i>):</p> <p>The Nampa Charter School is on a modified year-round schedule. We selected a track, which would allow for fall, winter and spring vacations. The staff and parents are cognizant of the funding source, which is average daily attendance. Our daily schedule is coordinated with the Nampa School District Secondary schedule to allow for dual-enrollment in sport activities.</p>	

EDUCATIONAL PROGRAM	<b>Check all characteristics that can be used to describe your school's program.</b>			<input checked="" type="checkbox"/>
	Block Scheduling	<input checked="" type="checkbox"/>	Multiage/Grade	<input type="checkbox"/>
	Character Instruction	<input checked="" type="checkbox"/>	Multiple Intelligences	<input checked="" type="checkbox"/>
	Core Knowledge	<input checked="" type="checkbox"/>	Service Learning	<input checked="" type="checkbox"/>
	Extended Year/Day	<input type="checkbox"/>	Technology As Major Focus	<input checked="" type="checkbox"/>
	Foreign Language 4 – 8Grades	<input checked="" type="checkbox"/>	Thematic/Interdisciplinary	<input type="checkbox"/>
	Hands-On	<input checked="" type="checkbox"/>	Year-Round	<input checked="" type="checkbox"/>
	Individual Education Plans	<input type="checkbox"/>	Project Based	<input type="checkbox"/>
	<i>Characteristics, courses (including college prep), and/or instructional strategies that are unique to your program:</i> Gifted and Talented Enrichment: <i>Accomplished through, but not limited to, clustering, competitions, consultations, curriculum clustering, independent study, interest-based workshops during intercessions, and pullout classes.</i> <i>Community Service:</i> Designed to instill a sense of individual, social and civic responsibility, specifics of the program are determined by the learners and staff during the initial weeks of the school year. <i>Music Training:</i> Nampa Charter School implemented the piano lab this year. <i>Character Training Program:</i> “Expectation training” through memorization and dramatization of classical poetry and historical passages, as well as staff who model essential traits of good character. Components include, but not limited to, a strong emphasis on kindness, the “golden rule,” and a reward system which honors students who are hard working, responsible, honest, respectful, etc.			
	<b>Check all assessments that your school uses to gauge student performance.</b>			<input checked="" type="checkbox"/>
	Idaho Reading Indicator	<input checked="" type="checkbox"/>	ACT	<input type="checkbox"/>
	Direct Writing Assessment	<input checked="" type="checkbox"/>	SAT	<input type="checkbox"/>
	Direct Mathematics Assessment	<input checked="" type="checkbox"/>	(ACT) COMPASS	<input type="checkbox"/>
	Direct Science Assessment	<input type="checkbox"/>	(ACT) PLAN	<input type="checkbox"/>
	Direct Social Studies Assessment	<input type="checkbox"/>	PSAT	<input type="checkbox"/>
	Iowa Test of Basic Skills	<input checked="" type="checkbox"/>	Portfolios	<input checked="" type="checkbox"/>
	Test of Achievement and Proficiency	<input type="checkbox"/>	Individual Education/Learning Plans	<input checked="" type="checkbox"/>
	Nat'l Assessment of Education Progress	<input type="checkbox"/>	District/School Criterion Ref'd Tests	<input checked="" type="checkbox"/>
	Describe how, if at all, your school uses standardized tests for formative purposes to guide instruction, etc: <b>Certificated staff utilizes the data received to identify areas where each student struggles, to identify general weaknesses in instruction, and to plan for those weaknesses. The staff uses all the data to align concepts between grade levels. The test data is also used to conference with parents.</b>			
	Award/Honors offered to students: <b>Our “Citizen of the Week” and “Citizen of the Month” are honors given to our students in the area of citizenship. We compare this award to ‘real life’. . .those employees who get the promotions and raises in the work force. Nampa Charter School also has a Hall of Fame program for those students who excel academically. Hall of Fame and Citizen of the Week are handled every Friday by the principal, who goes into each class to test the students.</b>			

## STUDENT ACHIEVEMENT DATA

<i>Grade</i>	<i>Subject</i>	<i>Nat'l Student Norms</i>		<i>Nat'l School</i>	
		<i>99</i>	<i>00</i>	<i>99</i>	<i>00</i>
<i>3</i>	<i>Reading</i>	75	<b>82</b>	92	<b>98</b>
	<i>Language</i>	69	<b>89</b>	77	<b>99</b>
	<i>Math</i>	85	<b>94</b>	95	<b>99</b>
	<i>Core Total</i>	77	<b>90</b>	91	<b>99</b>
<i>4</i>	<i>Reading</i>	82	<b>83</b>	98	<b>99</b>
	<i>Language</i>	71	<b>81</b>	85	<b>97</b>
	<i>Math</i>	88	<b>86</b>	99	<b>99</b>
	<i>Core Total</i>	81	<b>83</b>	97	<b>98</b>
<i>5</i>	<i>Reading</i>	68	<b>75</b>	79	<b>91</b>
	<i>Language</i>	64	<b>71</b>	77	<b>89</b>
	<i>Math</i>	81	<b>88</b>	96	<b>99</b>
	<i>Core Total</i>	71	<b>79</b>	86	<b>96</b>
<i>6</i>	<i>Reading</i>	67	<b>70</b>	80	<b>84</b>
	<i>Language</i>	64	<b>72</b>	77	<b>91</b>
	<i>Math</i>	85	<b>88</b>	99	<b>99</b>
	<i>Core Total</i>	74	<b>79</b>	99	<b>95</b>
<i>7</i>	<i>Reading</i>	72	<b>77</b>	87	<b>93</b>
	<i>Language</i>	74	<b>77</b>	93	<b>97</b>
	<i>Math</i>	84	<b>86</b>	99	<b>99</b>
	<i>Core Total</i>	79	<b>82</b>	95	<b>97</b>
<i>8</i>	<i>Reading</i>	-	<b>71</b>	-	<b>85</b>
	<i>Language</i>	-	<b>66</b>	-	<b>80</b>
	<i>Math</i>	-	<b>86</b>	-	<b>99</b>
	<i>Core Total</i>	-	<b>76</b>	-	<b>92</b>

Special Note : Per our charter contract, Nampa Charter School stated our students would be in the top quartile nationally on the ITBS test. Although, the contract did not state specifically which norm, student or school, at the time the contract was written, school norms were published exclusively in Idaho. The top quartile scores referred to were “school norm” percentages.

## Idaho Reading Indicator

Grade	Fall /99		00	Winter/ 99		00	Spring / 99	
Kindergarten	1	9%	<b>8%</b>	1	8%	<b>8%</b>	1	17%
	2	52%	<b>42%</b>	2	67%	<b>54%</b>	2	58%
	3	39%	<b>50%</b>	3	25%	<b>38%</b>	3	25%
Grade 1	1	30%	<b>12%</b>	1	0%	<b>4%</b>	1	4%
	2	22%	<b>23%</b>	2	20%	<b>19%</b>	2	8%
	3	52%	<b>65%</b>	3	80%	<b>77%</b>	3	88%
Grade 2	1	7%		<b>0%</b>	1	4%		<b>4%</b>
	2	22%		<b>27%</b>	2	18%		<b>18%</b>
	3	70%		<b>73%</b>	3	79%		<b>79%</b>
Grade 3	1	4%		<b>0%</b>	1	0%		<b>4%</b>
	2	22%		<b>21%</b>	2	20%		<b>11%</b>
	3	74%		<b>79%</b>	3	80%		<b>86%</b>
	<b>Jan. 2000</b>			<b>Jan. 2001</b>				
Direct Write	3.4			Not Available				
Direct Math	3.8			Not Available				

<b>STUDENT AND SCHOOL PERFORMANCE GOALS</b>	<b>Level of Accomplishment</b>	<b>Information Source</b>
♦ Score in the top quartile on standardized tests on the national, state, and district levels after a period of two consecutive academic years at the charter school	<b>Exceeded</b> Met Partially Met Did Not Address	Iowa Test of Basic Skills
♦ Reading at grade level by 3 <sup>rd</sup> grade	<b>Exceeded</b> Met Partially Met Did Not Address	Idaho Reading Indicator ITBS – Reading Metropolitan – Reading
♦ Computing math at grade level by 3 <sup>rd</sup> grade	<b>Exceeded</b> Met Partially Met Did Not Address	ITBS – Math Direct Math Assessment
♦ Student absenteeism is less than 4%	Exceeded <b>Met</b> Partially Met Did Not Address	Attendance Records
♦ Student tardies are less than 2%	Exceeded <b>Met</b> Needs Improvement Did Not Address	Attendance Records
♦ 80% of the student body accomplishes the Personalized Learning Goals to be determined by classroom teacher and parent communication and observations.	Exceeded Met <b>Partially Met</b> Did Not Address	Surveys
♦ Students reflect positive growth on parent surveys done yearly on the child's attitudes and habits toward, but not limited work, ethic, honesty, taking responsibility, self confidence etc.	Exceeded Met Partially Met <b>Did Not Address</b>	*2 <sup>nd</sup> survey not sent out. Parents decided too many surveys with the NWRL surveys added.
♦ Samples of student work depicting, integrated, extended, refined and meaningful utilization of knowledge.	Exceeded <b>Met</b> Partially Met Did Not Address	Technology Portfolios

GOVERNANCE		Highlight One: P=Parent S=Staff ST=Student CM=Community Member				Length of time in current position		Highlight One: E=Elected A=Appointed		<i>Responsibilities of each individual</i>	
	School Board	P	S	ST	CM	2 yrs.		E	A	Governing Board Chair	
		P	S	ST	CM	2 yrs.		E	A	Secretary	
		P	S	ST	CM	2 yrs.		E	A	Treasurer	
		P	S	ST	CM	9 mos.		E	A	Vice Board Chair	
		P	S	ST	CM	5 mos.		E	A	Board Member	
		❖ Number of board members that are current business partners of school personnel: 0 ❖ Number of board members related to school personnel: 0 ❖ Frequency with which the board convenes: monthly ❖ General meeting times: 2 <sup>nd</sup> Tuesday of each month ❖ Describe how meetings are posted to the public: follow open meeting laws – posted at 3 locations									
		Title				Length of time in current position		Also teaches in classroom		<i>Responsibilities of each individual</i>	
	Administration	Superintendent/Principal				2 years		Y N		Operate school on day-to-day basis.	
								Y N			
		Name				# P	# S	# ST	# CM	<i>Responsibilities of each committee</i>	
	Committees	Advisory  P.T.O.				12  20	2		2	Data gathering resource, and provides input and advice to the governing board. PTO officers will serve as a nominating committee to select a slate of nominees to replace outgoing governing board members. The governing Board will elect the new directors from the slate of nominees. PTO will serve as liaisons between teachers and parents.	

FINANCIAL	1999-2000	2000-2001
Estimated Cost Per Student	\$3,738.00	\$ 5,564.47
Operating Budget	\$1,127,500.00	\$1,480,149.96
Sources Of Funding	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p><input checked="" type="checkbox"/> Grants</p> <p><input type="checkbox"/> Donations</p> <p><input type="checkbox"/> Other</p> <p>Additional Federal Funding:</p> <p>♦ Students identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:</p> <p>Speech/Language services</p> <p>Psych. Services</p>	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> State/District, <u>\$1,217,486.60</u></p> <p>Enhancement \$:</p> <p><input type="checkbox"/> Technology</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Gifted/Talented</p> <p><input type="checkbox"/> LEP</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> Local Tax Revenues</p> <p>\$</p> <p><input checked="" type="checkbox"/> Grants <u>\$262,663.36</u></p> <p><input type="checkbox"/> Donations \$</p> <p><input type="checkbox"/> Other</p> <p>\$</p> <p>Additional Federal Funding:</p> <p>♦ Students Identified</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>♦ If yes, receiving all funding or services as qualified:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Don't Know</p> <p>♦ Describe how funding is utilized:</p> <p>Speech/Language &amp; Psych.</p> <p>Do you participate in district discussion on how to spend federal dollars? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
Debt	\$ 0	\$ 0 as of 4/15/01

OTHER	1999-2000	2000-2001
Student Attendance Rate	96%	96%
Student Discipline		# suspensions to date: % of students: 0 # expulsions to date: % of students: 0 # of referrals to date: % of students: 0
Student Enrollment	Total: 233  Waiting List: 240	Total: 266  Waiting List: 520
Number Of Students Leaving Mid-Year	#: 17 Reasons For Leaving: 7 moved out of district and/or state 4 transportation issue 1 larger Jr. Hi. Experience 2 home schooled 2 unknown 1 unhappy w/ academic and behavior program.	Reasons For Leaving: # Dropped out: 0 # Transferred: 1
Staff Development Opportunities	Technology class 100% G/T workshop 88% Art workshop 88% Office Software Workshop 3 attended “Boardsmanship” inservice for Charter Board – Senator Daryl Diede	Literacy Class 100% Metacognitive/Cognitive Techniques-Classroom 100% Art Workshop 88% Conversational Spanish 100%
Teacher Qualifications	# FT: 7 # PT: 5  # Certified: All  Avg. Teaching Experience: 9 Years # with MA Degree: 2  # Teaching In Areas Outside Endorsements: 0	# FT: 9 # PT: 5  # Special Ed Endorsements: 3  # Non-Certified Giving Instruction: 1—P.E.  Avg. Teaching Experience: 10 Years  # with MA Degree: 2  # Teaching In Areas Outside Endorsements: 0



OTHER <i>cont.</i>	1999-2000	2000-2001
Number of Departing Staff	#: 0	#: 0
Parent Involvement	<p>Hours: Over 10,000 hours</p> <p><i>Types Of Involvement:</i> Open up the school which included laying sod, putting up whiteboards, building shelves, working in classrooms as parent. Totally responsible for all aspects of the lunch program. Hot lunch 4x a week by local restaurants. Parents deliver the lunches, collect money. Volunteers every day since the school opened.</p>	<p>Hours/month: Over 6,000 hrs.</p> <p>Types Of Involvement: Manages all aspects of the lunch program; collecting orders, money, delivery, etc. Classroom volunteers, participating in PTO and committees</p> <p>Estimated number of parents participating: 35-40%</p>
Other Volunteers (e.g., Community Involvement)	<p>1000 Total Hours/Year</p> <p>1000 Classroom Hours/Year</p>	<p>1500 Total Hours/Year</p> <p>1500 Classroom Hours/Year</p> <p>Business Partnerships: 3</p>
Transportation		<p>Drive/Are driven in private cars: 10%</p> <p>Public transportation: 0%</p> <p>School bus/District transport: 85%</p> <p>Walk/Bike: 5%</p> <p>Other: %</p>
Lunch Services		<p>Hot lunch provided for students <input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p># times per week: 5</p>
Other Student Services		Special Education

